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Training for Secondary Educators to Decrease School Violence

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Training for Secondary Educators to Decrease School Violence

A Project Presented to The Graduate Faculty of
Minnesota State University Moorhead

By
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In Partial Fulfillment of the Requirements for the
Degree of Master of Science in Counseling

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Abstract

Violence has been an evident problem in schools across the United States. The literature review is designed to educate school personnel on current research to decrease school violence. A universal proactive approach is used with a trauma informed lens, to focus on students and teachers social/emotional and physical safety. A training has been implemented to increase educator's awareness of the different types of violence. The training implements strategies for physical, social, and emotional safety needs, with positive change to improve school climate.

Keywords: safety, social/emotional, physical, secondary, education, training

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Introduction

One act of school violence is one too many. A universal approach needs to be put in place to decrease violence and strengthen inclusion in the secondary education setting. Whether you are an art teacher, math teacher, counselor, or principle, we need to look at each student from a holistic approach, focusing on students' social/emotional, and physical safety.

As a school counselor, it is part of my role to support educators with student safety needs. According to the American School Counselor Association Ethical Standards and the responsibility of the school, B.2.f states that school counselors provide support, consultation, and mentoring to professionals in need of assistance when in the scope of the school counselor's role. When a student comes to school, they should feel safe, a sense of belonging, and know that they are valued. That is not the case for all students unfortunately due to lack of resources, support, violence, and trauma. Reducing school violence needs to be a school-wide approach that is trauma sensitive.

This project is designed to educate secondary educators on ways to increase safety in their school. The literature review will provide school personnel with the current statistics and research that violence has on students, as well as providing proactive measures staff can take to decrease violence in a school setting. A one-hour training follows, that allows educators to learn more about resources and tools they can apply in their classroom. This will help to create an inclusive environment and increase physical, social/emotional safety needs for teachers and students.

Literature Review

The literature will discuss current research that has been shown to effectively decrease violence in a secondary setting. With that, comes tools and resources that teachers can apply in their classrooms. The topics that I focus on are physical safety: discussing threat assessments. Social/emotional safety: discussing the environment, mentoring, reiterating, and self-care for teachers. The literature is designed to guide educators on various ways they can decrease violence in their own school.

Physical Safety

Student threats are going to happen at every level in school. Physical safety is a concern in educational settings. Maslow (1943) discusses the importance of safety needs and how they serve as an exclusive organizer of behavior. Children need a predictable, orderly world to support safety needs.

Vidourek, King, & Merianos (2016) conducted a study to see how bullying affects avoidance behaviors and fear among students in school. The study found that bullying is a significant problem in schools. With a sample size of 5,726 youth ages 12-17-years-old, one third reported being bullied in the past year. The instrument used in this study was the National Crime Victimization Survey (NCVS): School Crime Supplement (SCS). The findings showed the students who were bullied were more likely to report fear and avoidance. With these findings we can conclude intervention programs are needed, and an inclusive environment should be established at the school.

Winter & Halgin (2016) conducted case studies that showed adolescent threats of targeted violent behavior, is a complex situation. Further research should be done on how to handle situations and policy makers need to continue to investigate why adolescents are engaging in acts of violence. A way to help support students' safety needs is to be proactive and

utilize threat assessments in the schools. Threat assessments are a problem-solving approach to interrupt pathways to violence.

Threat Assessments

Threat assessments are a plan to implement and carry out when a person threatens to attack another person. According to Strong & Cornell (2008) threat assessments were developed by the Secret Service and evolved into a standard law enforcement approach used to analyze a variety of dangerous situations. When evaluating a threat, facts or evidence is uncovered to indicate if the threat is likely to be carried out. According to Cornell et al. (2018) Virginia was the first state to mandate student threat assessments in public schools to prevent student violence. Threat assessments allow for an appropriate strategy to be put in place depending on the severity of the threat.

Study Cornell et al. (2018) examined the implementation of threat assessments in the school with a sample of 1,865 threat assessment cases reported by 785 elementary, middle, and high schools. A survey was conducted that went over three questions; what are the characteristics of student's who threaten violence, what characteristics are associated with the team's determination that a threat was serious, and what cases did the student attempt to carry the threat out? The study found the majority of the cases were with male students. The finding also showed that African American students were more likely to receive disciplinary referrals than Caucasian peers. Racial differences should be taken into account and looked into further along with African American students social/emotional safety. A number of cases were found with students receiving special education services, specifically in emotional disturbance (ED). The study found only 3.3% of the students attempted to carry out their threat. A limitation to the study was that there was no control group, so although it is a low number of attempted threats, it should be interpreted with caution.

Threat assessments can guide staff on the appropriate way to identify the severity of the threat, along with the any necessary action that needs to be put in place. The main goal is to decrease violence and promote a proactive approach. It is a problem-solving universal assessment that allows all staff to be aware of protocols to keep students safe.

Members. Once a safe and connected school environment is created, a team can begin to come together to create a threat assessment plan. According to Strong & Cornell (2008) threat assessment team (TAT) goes through specific training. The National School Safety and Security Services conduct a two-day workshop that is designed to improve awareness and response to threats. Practical strategies, tips to implement, and ways to manage threats are learned throughout the course. The National School Safety and Security Services needs to be contacted if a school is interested in running the two-day workshop. According to Fein et al. (2004) the TAT should include administration, resource officer, school psychologist, school counselor, and teachers. School counselors and mental health professionals have expertise in working with social/emotional needs. According to Cornell (2015) school counselors and other mental health professionals are competent to work with troubled students to help them resolve personal problems and conflicts. Although only the team needs to be trained, it can only benefit a school to have the whole district trained. According to Cornell et al., (2018) threat assessments help educators to not overreact to threats that are not serious. This will allow school personnel to stay calm and feel equipped to handle the situation in appropriate manner. Minnesota School Safety Center offers a half-day workshop that provides guidance on how to develop a threat assessment program. It includes developing a team, tips for conducting a threat assessment, and making an appropriate determination.

Conducting A Threat Assessment. Conducting a threat assessment includes multiple steps to prevent targeted violence. There are many different threat assessment protocols a school

could follow. Violence can be a product of various factors. Louvar Reeves & Brock (2017) use the acronym STEP, which stands for (a) the Subject who may take violent action; (b) vulnerabilities of the Target of such actions; (c) an Environment that facilitates or permits violence or does not discourage it; and (d) Precipitating events that may trigger reactions. The team first identifies any students of concern and then creates a central point of contact. Questions to ask your team; do students know how to refer a threat? Do students know who to refer a threat to? These questions follow the threat assessment inquiry. According to Fein et al., (2004) the TAT will gather and analyze information looking at specific motives, behaviors, target selection, school information, parent/guardian interviews, and interviews with the student of concern. A comprehensive threat assessment requires training and planning. A universal program that focuses on school climate needs to be established, staff and students need to be trained to recognize warning signs, and school needs to have a confidential reporting system (Louvar Reeves & Brock, 2017). All students think and act differently. According to Louvar Reeves & Brock (2018) there is no one response that is always appropriate when responding to students with thoughts of violence. Threats are not equal. Children and adolescents brains are not fully developed, they are not like adults. Students statements and actions should be evaluated within the situational context from a developmental perspective. The behavior should be assessed with meaning and intent. Completing a thorough threat assessment on the student is ideal to look at all the different factors that could contribute to the situation.

Behavioral Threat Assessment chart. The behavioral threat assessment chart has four different steps to follow. Louvar Reeves & Brock (2017) found it facilitates a thorough assessment and implements a proactive case management. The first step of the assessment chart is the concerned report. This is where the threat assessment is thoroughly looked at. Who was the report made by, what communication went on, and where did it take place? The triage is the next

step, what is the validity and urgency? In the triage step, the following is considered: what expertise is needed, what protective measures should be put into place, and what investigation steps need to be taken? Following the triage, is assessing. Results of inquiry are assessed and discussed. The last step is managing the threat. In this step, the TAT will look for ways to protect, develop strategies to implement, further monitor behavior, and continually reassess. According to Lourvar Reeves & Brock (2017) continually reassessing is needed to determine accuracy of the assessment and effectiveness of the management strategies. Through this behavioral chart, data can be collected to see areas of strengths, and areas that need improvement.

DANGERTOME. The DANGERTOME Personal Risk Threat Assessment Scale is one component to be used of a structured multi-component, thorough risk assessment. Juhnke (2010), found it should not be used as a sole or primary assessment to determine, measure, consider, or estimate violence risk or suggest intervention. The DANGERTOME assessment is composed of ten risk factors and then scored either a zero or one for each question. Frequency, intensity, and duration are accounted for in this assessment. There is a guideline template to follow for each score. According to Juhnke (2010) although the instrument is evidence informed, it is not evidence based. No other research was recently found on the DANGERTONE personal risk assessment's effectiveness.

Managing Physical Safety

In a school setting there will be times school personnel need to manage a threatening situation. Jackson et al. (2017) found in 2015-2016, 39% percent of schools reported at least one student threat. Many threats go unreported. It is vital to have staff be trained and well educated in threat assessments. According to Fein et al. (2004) there are three steps in managing a threatening situation. The threat assessment team needs to control or contain the situation. The

team needs to protect and aid potential targets. As well as, provide support and guidance to help the student who is struggling. Within each of these steps, many decisions are made. Winter & Halgin (2016) identified that most individuals with mental illness have the same common risk factors for violence as their healthy counterparts. Teachers, administration, school counselors, school psychologists, and social workers need to be mindful of the different kinds of threats being made and the severity. The behavioral threat assessment chart discusses levels of severity, such as: indirect, veiled, conditional, and direct threats. All of these threats should be looked at and approaches may be differentiated based on the student's developmental level and the data gathered. Threat assessments are not to predict violence but to prevent it by providing direct resources to help resolve the situation. Schools need to be proactive and preventative when it comes to student safety.

Social/Emotional Safety

There is a reason physical violence is happening in the schools. Schools can identify further security measures, but assumptions should not be made that it is going to stop a student from acting out. Bracy (2011) conducted a study on the impact of high security environments in schools and how it affects students and influences the social climate. Interviews and direct observations were conducted in two Mid-Atlantic public high schools to examine student's perception of a high-security school environment. Data collection from this study was completed in the 2006-2007 school year. The interviews with students revealed that the security strategies in schools have little to do with the students feeling safe. The study also discussed how having police present can actually escalate minor situations and alienate students. Further questions staff can ask include: why are students acting out? What is going on in their lives? What happened? Am I providing them with a safe environment when they get to school? If the climate is safe, adults and students will show respect. Focusing on students' safety means not only looking at the

physical aspect, but what is helping the students grow socially and emotionally. According to Hazel (2016) more district mental health departments are implementing universal emotional risk screening, with the recognition that to not do so is extremely unethical. Each student needs to be looked at from a holistic approach. Gonzalez, Eades, & Supple (2014) found when students, administrators, and teachers pay attention to students' social/emotional, and academic needs there will be fewer situations that require formal threat assessments. Gonzalez et al. (2014) addresses the climate of safety and how when it is created, students experience a sense of emotional fit. This will allow students to focus on their learning and personal growth. According to McCormick, Cappella, O'Connor, and McClowry (2015) research study, there was a positive link between social/emotional learning and support with student achievement outcomes.

Inclusive Environment

Fein et al. (2004) found that in order to create a safe and connected school environment, ten steps need to be implemented in an educational setting. The first one is assessing the school's emotional climate. The emotional climate can impact student's engagement, peer relationships, and academic performance. Emphasize the importance of listening in schools. It is easy to be blinded by what we see or hear about a student. Instead, take the time to actively listen, and listen to behaviors. Non-verbal cues can say a lot about how a person is feeling. Listening goes with respect; it needs to be extended past academic concerns. Communication needs to happen at all levels including administration, teachers, parents, community members, and most importantly student input. Take a stance against the code of silence, and work actively to change the perception of talking to an adult about a concerned student and labeling it as snitching. Educate students on being aware of signs to look for when a peer is struggling. Labeling will start to drift away when respect is formed within the school. Find a way to stop bullying. There are many evidence-based programs schools are implementing. Empower students by involving them in

planning, creating, and sustaining a school culture. This can diminish isolation and enhance connection. Ensure that every student feels they have a trusting relationship with at least one adult at the school. Create mechanisms for developing and sustaining safe school climates. In order to do this, school personnel should be involved and asking questions, planning and monitoring needs to be in place. Be aware of the physical environment and their effects on creating comfort zones. Students should be able to feel stress free. Emphasize an integrated systems model. Lastly, all climates of safety ultimately are local. This states that many local factors contribute to a school's climate of safety. Give students leadership roles and empower them to get out into the community, to be an agent of change. Creating a safe space and respectful environment is not easy. It takes time, energy, communication, and motivated staff.

School-Based Services. School-based mental health services can play a role in creating an inclusive environment. Rones & Hoagood (2000) conducted a study and found that there is a strong group of school-based mental health programs that have evidence of impact across a range of emotional and behavioral problems. The study included consistent program implementation, inclusion of parents, teachers, and peers. As well as, providing developmentally appropriate components such counseling techniques and integration of program content into the general classroom curriculum.

Trotter, Chandler, Goodwin-Bond, & Casey (2008) conducted a comparative study to look at the efficacy of group equine assisted counseling (EAC) with at-risk children and adolescents versus classroom-based counseling. The sample size consisted of 164 students. EAC incorporates horses into the counseling process to facilitate therapeutic outcome. Observations, survey, rating scales were all used along with a behavioral assessment system for children (BASC) and a psychosocial session form (PSF). *T*-tests were conducted for comparing pre and post treatment, and between-group ANOVA results indicated that animal assisted therapy made

statistically significant improvements in 17 behavior areas. One limitation to this study would be that the sample is not random. Providing a therapeutic dog in the school could support an inclusive environment. Trotter, Chandler, Goodwin-Bond, & Casey (2008) found animal assisted therapy increases positive behavior for at-risk children and youth.

Cooper, Stewart, Sparks, Bunting (2013) conducted a study looking at the outcomes of school-based counseling incorporating the Partners Of Change Outcome Monitoring Systems (PCOMS). Cognitive behavioral therapy (CBT) was used with 288 students ages 7-11. Methods used were the Child Outcome Rating Scale (CORS) and Strengths and Difficulties questionnaire (SDQ) to compare baseline (pre-counseling) and endpoint (post-counseling). CBT used in a school-based setting showed significant reduction in psychological distress.

Adult mentoring. Bronfenbrenner (1979) found that learning and development is enhanced by a positive dyadic relationship. Although his studies focused on early childhood, this applies to adolescents as well. Each student needs to feel that at least one adult at the school cares and believes in them. This relationship should be full of energy, new ideas, with mutual control. Many schools have a large student body population, and it can be hard for teachers to get to know students on a personal level. Hazel (2016) recommends that in schools with more than 150 students, the students be divided into groups of 150 students or fewer so that they can be all taught by a cross-disciplinary team. Inside of that cross-disciplinary team, each teacher can be an advisor for a group of students. Connectedness needs to be encouraged through advisors. This allows for an authentic relationship with an adult at the school and for the student to trust and confide in. For students who have more intensive needs, one-on-one mentoring should be included. This can be implemented using a check-in, check-out program with a trusted adult at the school. Some students are going to have experienced trauma. Symptoms can look different in every student as the student experiences lasting adverse effects. According to NCTSN (2008)

look for signs of jumpiness, withdrawing, reliving an event, avoidance, showing signs of emotional constraint, and showing signs of lack of purpose. Note that you may need to modify teaching strategies and be flexible. Not only should school personnel build relationships with students, but with the family. Families want to feel connected and know that you are on their students team. A proportion of students are immigrant families. Not all teachers are going to be educated on cultural differences. Gonzalez, Eades, & Supple (2014) shared when working with immigrant youth, building a relationship with the family is essential for building a health school environment where students can feel accepted and appreciated in all aspects of their identity. There will be times when a student needs more support than you can offer, do not be afraid to make a mental health referral. Every relationship a teacher has with a student needs to be grounded in care, trust, and respect for the student to feel a stable connection at the school.

Structure & Reiterating. According to Maslow (1943) children thrive with a schedule, some sort of routine, something that can be counted upon, not only for the present but also far into the future. Many students come from families of violence and trauma. Establishing safety at the school is one of the most crucial steps in providing them an environment to thrive in. Hazel (2016) found when there is a commitment to and respect for students, high expectations are realized, and change occurs. Reiterating school rules and establishing safety may take longer for students who come from violence, it is important that the teachers do not give up and always be looking for new approaches. Making sure students understand the rules and that they are enforced consistently will help to meet safety needs. However, perception of safety does not come from rule enforcement, it comes from the environment. Also note, an adults sense of safety will not be the same as a teenager. Remember to look at the world through the students' eyes. Create an inclusive culture that is respectful to all students and families. It is also important for a school to look at who is getting suspended. According to Hazel (2016) any student who has

received a suspension should be provided intensive supports that develop strengths as well as stipulate safety plans. Schools should look at the teachers who have disproportional reports for students. This may be a reflect on the teachers self-care and overall well-being.

Self-Care

Reducing school violence starts with our administrators, counselors, psychologists, and teachers. In order to have a universal approach that is trauma sensitive, our teachers who work the closest with the students need to be healthy; physically, emotionally, and mentally.

According to Flock, Goldberg, Pinger, Bonus, & Davidson (2013) teachers play a central role in creating classroom climates that fosters student learning and social emotional well-being. This is not an easy job. Secondary traumatic stress, burnout, and compassion fatigue can all affect a teacher's ability to be responsive and effective in the classroom. Flock et al. (2013) identified that teaching is plagued by significant turnover, often attributed to burnout, with documented rates of teacher turnover rising in public schools over the past decade. Teacher stress and burnout is an ongoing challenge in education. Reducing and managing teacher stress is part of promoting a proactive safe environment for students.

Prosser & Trigwell (2011) conducted a study by interviewing teachers on the things they felt affected their teaching. The sample included 13 Australian teachers. The study examined the relationship between the teachers' perception of the teaching environment and the approaches to teaching. The study found systematic relations between the perceptions and approaches. In order to improve the quality of teaching and learning, perceptions teachers have on their teaching context needs to be taken into account. A teacher is going to have a more positive outlook on their teaching environment and use more positive reinforcement with approaches, when utilizing self-care.

Study Flock et al. (2013) conducted a mindfulness-based stress reduction (MBSR)

training to target attention and emotional processing. A randomized control pilot trial study was done specifically for teachers. The study included 18 participants collecting baseline data over weeks. Teachers had a total of 26 hours of group practice and instruction. Psychological distress was measured using: a symptoms checklist 90-R, the Maslach burnout inventory survey, Five-Facet mindfulness scale, self-compassion scale, and saliva samples were collected to measure cortisol levels. The interventions done in this study showed significant improvement on several self-report measures, including decreases in psychological symptoms. Overall, the study found that teachers' mindfulness and self-compassion, reduces psychological symptoms, burnout, and increases effective teaching behavior, which will enhance an inclusive environment. A professional development day could be a great way to introduce mindfulness training. This can potentially make a district stronger, and not only support teachers but support the students. Teaching has multiple demands and it is important for educators to know the signs of burnout, compassion fatigue, and traumatic stress to get the help they need when it happens. Future research should be examined on mindfulness training for teachers with a larger population to replicate findings.

Considerations

Schools may be held accountable for failing to train staff members in the identification, reporting, and parental notification of safety threats. Is your district well trained, are they educated on confidentiality, are the schools creating a climate of safety, respect, and awareness? Other things to consider are having all staff members understand FERPA and the modifications that have been made in certain situations to allow school officials to disclose information to appropriate parties. According to Louvar Reeves & Brock (2017) teachers and staff need to know that if a student is receiving special education services, a threat assessment is different than a manifestation determination report (MDR). Schools need to reflect on what they are doing for

teachers to keep them healthy and making sure the supports are put in place. A holistic approach to safety needs to be a priority, but it is a process. According to Fein et al. (2004) threat assessments are unlikely to have a lasting effect on the problem of targeted school violence. Implementing the social/emotional safety component is what is going to make a difference with it. This literature review is only a small amount of information that can help be part of a districts system of change.

Conclusion

Strive to create a culture that values a safe and positive school climate. According to Louvar Reeves & Brock (2017) schools need to promote acceptance, trust, and connectedness among teachers, students, and families. Many times, the social and emotional needs can go unseen. The threat assessment helps staff become aware and proactive. Schools need to develop a plan with mental health professionals and staff for when a student identifies at being an increased risk. Teachers and students need to pay attention to student safety, as one act of school violence is one too many.

Introduction to Training

A one-hour training will be provided for school personnel focusing on secondary schools social/emotional and physical safety needs to decrease violence. According to Saiti and Saitis (2006) a training is needed to ensure full benefits of a successful school day. The training relates to the literature as it provides a brief overview of research, along with trauma informed and evidence-based tools and resources to be used in the classroom. The training is meant to be interactive and discussion based. A resource packet will be handed out at the beginning of the training (Appendix D). The resource packet will be referred to throughout the session. The case study presented in the training should be done in small groups and then discussed as a whole (Appendix C). All videos should be played in full length, except ReMoved and ReMoved Part 2 on slide 15. Due to time restraints, only parts of these videos will be showed. All video links can be found in references. A pre-assessment will be sent out two weeks in advance to collect data (Appendix A). A post-assessment will follow after the training (Appendix B). Both assessments will be done electronically, through google forms. The training will be presented through a workshop day where it is a breakout session, with a maximum capacity of thirty staff members. The maximum capacity is in order to ensure full potential from the benefits of the training for each staff member, as it will be interactive and discussion based. According to McKimm & Jollie (2007) main characteristics of adult learning is that it is active, purposeful, and clear goals are established. Anyone with a master's degree or higher in education, school counseling, social work and/or SRO is approved to lead the training. Content may be edited to fit a specific school and student body needs. Below are the PowerPoint slides for the training.

Training for Secondary Educators to Decrease School Violence

Katie Grosz
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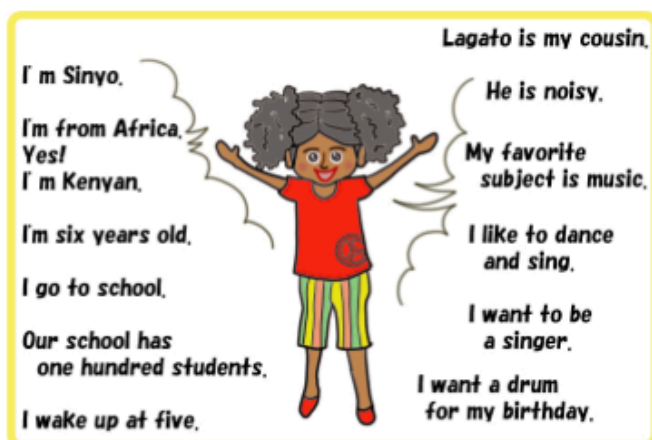
Overview/Objectives

One hour training designed to increase your awareness on the different types of school violence and implement strategies for physical, social, and emotional safety needs in your school.

- Learn to implement a threat assessment
- Identify new strategies to create an inclusive environment in your classroom
- Understand how teacher self-care relates to school violence and what you can do to take care of yourself

Introductions

- Name
- Position
- How long you have been there
- Favorite food



Physical Violence

Discussion Questions:

- ☐ Why focus on physical safety?
- ☐ Do you see a problem in your school?
- ☐ How do you prevent it?



Crisis Plan

- Protocols
- Team Members
- Community Contacts
- Local Law Enforcement
- Update Annually



Threat Assessments



Threat assessments can be incorporated into crisis plans. Threat assessments are a universal problem solving approach to decrease pathways to violence. It is a structured process that evaluates the threat using multiple steps.



Threat Assessment Team (TAT)

- Administrator
- Multiple Teachers
- School Counselor
- School Psychologist
- Social Worker
- Resource Officer



Threat Assessment Template Handout

- Type of Threat
- Severity
- Personality Traits/Behaviors
- Family Dynamics
- School Dynamics
- Social Dynamics
- Additional Information

Submit to TAT



Open resource booklet to page 3



Case Study



Threat Assessment Trainings

Minnesota School Safety Center: Half-day workshop providing guidance on how to develop a threat assessment program

Contact Information:

Randy Johnson - Director Minnesota School Safety Center
randy.johnson@state.mn.us
651-201-7094

National School Safety and Security: Two-day workshop designed to improve awareness and response to threats

Contact Information:

Ken Trump - School Security Expert
ken@schoolsecurity.org
216-251-3067



Social/Emotional Violence

Discussion Questions:

- ☐ What does it look like?
- ☐ How are you preventing it?



Creating An Inclusive Environment

How does the environment relate to violence?



Cause I Ain't Got a Pencil

by Joshua T. Dickerson

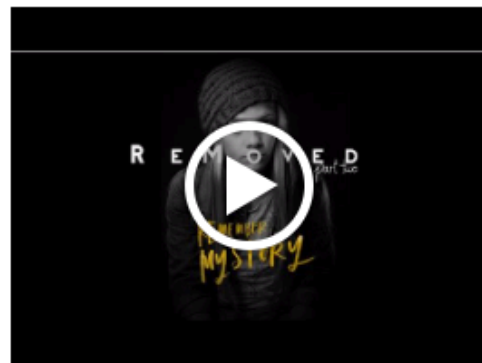
I woke myself up
Because we ain't got an alarm clock
Dug in the dirty clothes basket,
Cause ain't nobody washed my uniform
Brushed my hair and teeth in the dark,
Cause the lights ain't on
Even got my baby sister ready,
Cause my mama wasn't home.
Got us both to school on time,
To eat us a good breakfast.
Then when I got to class the teacher fussed
Cause I ain't got a pencil.



Trauma-Informed

According to SAMHSA Trauma is defined as:

Results from an event, series of events, or set of circumstance that is experienced by an individual as physically or emotionally harmful or threatening and that has lasting adverse effects on the individual's functioning and physical, social, emotional, or spiritual well-being.





In the Classroom

Steps to implement (Fein et al, 2004)

1. Emotional Climate
2. Listening
3. Respect
4. Stance against the code of silence
5. Involve students in creating the school culture
6. Trusting relationship with one adult
7. Be aware of the physical environment and the effects on the comfort zone



Adult Mentoring

Bronfenbrenner found that learning and development is enhanced by a positive dyadic relationship. Be flexible, build a relationship with the family, and make sure the relationship is equal.

- Advisory programs
- Check-in/check-out

*Each student needs to FEEL
that one adult at the school
cares about them*

Open resource booklet to page 11



Reiterating Rules

Many students come from families of violence and trauma, establishing safety at the school is one of the most crucial steps in providing them an environment to thrive in.

- Follow through with rules (understand it may take longer with students from violence)
- Trauma informed
- Be consistent

Look at the world through that “one” students eyes...What do they need?

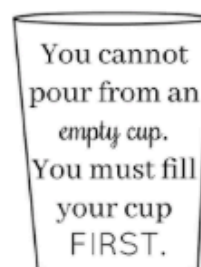




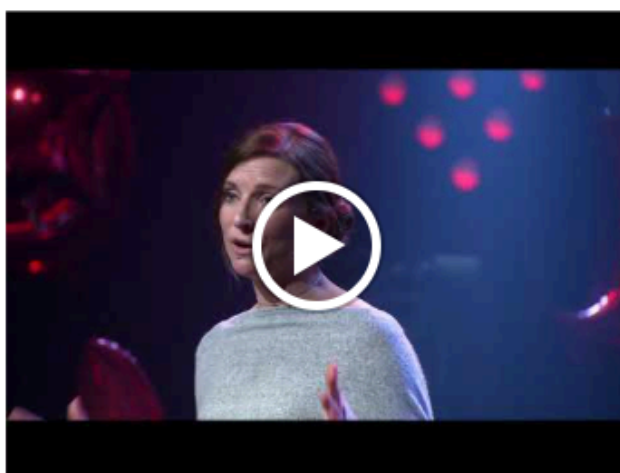
Self-care

*be good to
yourself*

THE
**MOST
IMPORTANT
THING**



Learn to Shine Bright: The Importance of Self Care for Teachers | TEDx Talks





Self-care

What does teacher self-care have to do with student violence?

Self-Care is a
priority and necessity
- not a luxury -
in the work that we do.



Handout

Self-Assessment Tool: Self-Care

How often do you do the following? (Rate, using the scale below):

5 = Frequently

4 = Sometimes

3 = Rarely

2 = Never

1 = It never even occurred to me

Open resource
booklet to page 23

Once completed add up your score. Take time to reflect. Look at the areas you scored a 1 or 2. What could you do to change that?



Resources to go





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Appendix A

Registration for Decreasing School Violence Training

Name:

Position in the school:

What types of violence are you seeing in your school?

- ☐ Physical
- ☐ Social/Emotional
- ☐ Other _____

Using the numbers 1-10 where 1 is the worst and 10 is the best, please answer the questions below by circling the corresponding number that best fits you.

What is your knowledge of a threat assessment? (circle response)

1 2 3 4 5 6 7 8 9 10

How much do you know about social/emotion safety? (circle response)

1 2 3 4 5 6 7 8 9 10

Do you practice self-care?

1 2 3 4 5 6 7 8 9 10

Appendix B

Post-Test

Using the numbers 1-10 where 1 is the worst and 10 is the best, please answer the questions below by circling the corresponding number that best fits you.

Has your knowledge of a threat assessment increased? (circle response)

1 2 3 4 5 6 7 8 9 10

How comfortable would you feel helping your school create an inclusive environment?

(circle response)

1 2 3 4 5 6 7 8 9 10

Has learning about self-care impacted you personally? (circle response)

1 2 3 4 5 6 7 8 9 10

Suggestions?

Appendix C

Case Study

Rita Long is a 15-year-old girl at West River High School. Rita has always been quiet and reserved. She lives with her dad and two younger brothers. Rita's mom died in a car accident last year. Rita witnessed the accident and is still struggling with the traumatic event. Her anger and sadness are let out on her father weekly. Rita's father sets few limits on her conduct as he knows she is hurting. Rita has access to all social media apps as she has her own phone.

Rita works hard at school and received A's and B's first semester. It is the beginning of second semester and Rita recently has not been turning in her work. Teachers report that Rita has recently joined a new group of friends that is a small closed off group. With the new group of friend change, Rita has had a short temper, sudden outbursts, and has displayed inappropriate responses to teachers. Rita's short temper and sudden outbursts have been unpredictable. Rita is presenting herself of being superior to others. Teachers are concerned for her well-being.

Today in class a student came up to Mrs. Wright at the end of the period and asked to talk to her. The student had information they wanted to disclose and didn't know who to tell but knew they could trust her. The student stated, "Rita Long has threatened to kill another student. She says it will be Saturday night, they are going to fight over by the mountain." The teacher asks for more information and the student is not willing to share. The student does not want their name released and does not feel comfortable talking to anyone else about it.

Appendix D

Resource Packet:

Training for Secondary Educators to Decrease School Violence

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Threat Assessment Template

This document should be used as a starting point for areas to consider during threat assessment. This should not limit other sources of information that may be invaluable in assessing a threat.

Date: _____ **Person Reporting Threat:** _____

Date of Threat: _____ **Time:** _____

Intended Targets/Victims: _____

Exact wording and nature of the threat:

Step One: Types of threats (Is this a threat?) Keep in mind the following types of Threats:

Direct Threat: Identifies a **specific act** against a **specific target** and is delivered in a straightforward, clear, and explicit manner: "I am going to place a bomb in the school's gym."

Indirect Threat: Tends to be vague, unclear, or ambiguous. The plan, the intended victim, the motivation, and other aspects of the threat are masked or equivocal: "If I wanted to, I could kill everyone at this school". Violence is implied but tentatively "if I wanted to" and suggests a violent act COULD occur not that it WILL occur.

Veiled Threat: Strongly implies but does not explicitly threaten violence. "We would be better off without you around anymore" clearly hints at a possible violent act but, leaves it to the potential victim to interpret the message and give a definite meaning.

Conditional Threat: Warns that a violent act will happen unless certain demands or terms are met: "If you don't pay me one million dollars, I will place a bomb in the school"

Step Two-- Levels of Threats: This step could be used alone if the threatener is not known.

| <i>PRESUMPTIVE INDICATORS</i> | | |
|--|---|--|
| <i>LOW LEVEL:</i> | <i>MED LEVEL:</i> | <i>HIGH LEVEL</i> |
| <input type="checkbox"/> Threat is vague and indirect <input type="checkbox"/> Information within the threat is inconsistent, implausible or lacks detail | <input type="checkbox"/> Threat is more direct and more concrete than a low-level threat <input type="checkbox"/> Wording suggests threatener has given some thought to how the act will be carried out. | <input type="checkbox"/> Direct, specific and plausible <input type="checkbox"/> Threat suggests concrete steps have been taken toward carrying it out, for example, statements |

| | | |
|---|--|--|
| <input type="checkbox"/> Threat lacks realism <input type="checkbox"/> Content suggests person is unlikely to carry it out | <input type="checkbox"/> General indication of a possible place and time (but not a detailed plan) <input type="checkbox"/> Strong indication the threatener has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to that possibility—an allusion to a book or movie that shows the planning of a violent act, or a vague, general statement about the availability of weapons. <input type="checkbox"/> Specific statement seeking to convey that the threat is not empty: “I’m serious!” or “I really mean this!” | <p>indicating that the threatener has acquired or practiced with a weapon or has had the victim under surveillance.</p> <p>“At 8 am tomorrow morning I intend to shoot the principal. That’s when he is in his office by himself. I have a 9mm. Believe me, I know what I am doing. I am sick and tired of the way he runs this school.”</p> |
|---|--|--|

Step Three: Four-Pronged Assessment.

Prong One—Personality Traits and Behavior (check all that apply)

- ☐ **Leakage:** Intentionally or unintentionally reveals clues to feelings, thoughts, fantasies, attitudes, or intentions that may signal an impending violent act. These clues can be subtle threats, boasts, innuendos, predictions, or ultimatums. They may be spoken or conveyed in stories, diary entries, essays, poems, letters, songs, drawings, doodles, tattoos, or videos (maybe a rap song on a CD). Asking other students to help them prepare for a violent act, maybe even through deception (asking a friend to ammunition for them because they are going hunting.) See examples attached.
- ☐ **Low tolerance for frustration:** The student is easily bruised, insulted, angered, and hurt by real or perceived injustices done to him by others and has great difficulty tolerating frustration.
- ☐ **Poor Coping Skills:** The student consistently shows little if any ability to deal with frustration, criticism, disappointment, failure, rejection, or humiliation. His or her response is typically inappropriate, exaggerated, immature, or disproportionate.
- ☐ **Lack of Resiliency:** The student lacks resiliency and is unable to bounce back even when some time has elapsed since a frustrating or disappointing experience, a setback, or putdown.

- ❑ **Failed Love Relationship:** The student may feel rejected or humiliated after the end of a love relationship and cannot accept or come to terms with the rejection.
- ❑ **“Injustice Collector”:** The student nurse’s resentment over real or perceived injustices. No matter how much time has passed, the “injustice collector” will not forget or forgive those wrongs or the people he or she believes are responsible. The student may keep a hit list with the names of the people he feels have wronged him.
- ❑ **Signs of Depression:** The student shows features of depression such as lethargy, physical fatigue, a morose or dark outlook on life, a sense of malaise, and a loss of interest in activities that he once enjoyed. May show unpredictable and uncontrolled outbursts of anger, a generalized and excessive hatred toward everyone else, and feelings of hopelessness about the future. Restlessness, inattention, sleeps and eating disorders, markedly diminished interest in about everything that previously occupied and interested him.
- ❑ **Narcissism**—The student is self-centered, lacks insight into other’s needs and/or feelings, and blames others for failures and disappointments. The narcissistic student may embrace the role of victim to elicit sympathy and to feel temporarily superior to others. He or she displays signs of paranoia and assumes an attitude of self-importance or grandiosity that masks feelings of unworthiness (Malmquist 1996). A narcissistic student may be either very thin-skinned or very thick skinned in responding to criticism.
- ❑ **Alienation**—The student consistently behaves as though he feels different or estranged from others. This sense of separateness is more than just being a loner. It can involve feelings of isolation, sadness, loneliness, not belonging, and not fitting in.
- ❑ **Dehumanizes Others** – The student consistently fails to see others as fellow humans. He characteristically views other people as “non persons” or objects to be thwarted. This attitude may appear in the student’s writings and artwork, in interactions with others, or in comments during conversation.
- ❑ **Lack of Empathy** – The student shows an inability to understand the feelings of others and appears unconcerned about anyone else’s feelings. When others show emotion, the student may ridicule them as weak or stupid.
- ❑ **Exaggerated Sense of Entitlement** – The student constantly expects special treatment and consideration and reacts negatively if he doesn’t get the treatment he feels entitled to.
- ❑ **Attitude of Superiority**—The student has a sense of being superior and presents himself as smarter, more creative, more talented, more experienced than others.

- ❑ **Exaggerated or Pathological Need for Attention** – The student shows an exaggerated, even pathological, need for attention, whether positive or negative, no matter what the circumstances.
- ❑ **Externalizes Blame**--The student consistently refuses to take responsibility for his or her own actions and typically faults other people, events or situations for any failings or shortcomings. In placing blame, the student frequently seems impervious to rational argument and common sense.
- ❑ **Masks Low Self-esteem**--Though he may display an arrogant, self-glorifying attitude, the student's conduct often appears to veil an underlying low self-esteem. He avoids high visibility or involvement in school activities, and other students may consider him a nonentity.
- ❑ **Anger Management Problems**-- Rather than expressing anger in appropriate ways and in appropriate circumstances, the student consistently tends to burst out in temper tantrums or melodramatic displays, or to brood in sulky, seething silence. The anger may be noticeably out of proportion to the cause or may be redirected toward people who had nothing to do with the original incident. His anger may come in unpredictable and uncontrollable outbursts, and may be accompanied by expressions of unfounded prejudice, dislike, or even hatred toward individuals or groups.
- ❑ **Intolerance**--The student often expresses racial or religious prejudice or intolerant attitudes toward minorities or displays slogans or symbols of intolerance in such things as tattoos, jewelry, clothing, bumper stickers, or book covers.
- ❑ **Inappropriate Humor**--The student's humor is consistently inappropriate. Jokes or humorous comments tend to be macabre, insulting, belittling, or mean.
- ❑ **Seeks to Manipulate Others** -- The student consistently attempts to con and manipulate others and win their trust so they will rationalize any signs of aberrant or threatening behavior.
- ❑ **Lack of Trust** -- The student is untrusting and chronically suspicious of others' motives and intentions. This lack of trust may approach a clinically paranoid state. He may express the belief that society has no trustworthy institution or mechanism for achieving justice or resolving conflict, and that if something bothers him, he has to settle it in his own way.
- ❑ **Closed Social Group**-- The student appears introverted, with acquaintances rather than friends, or associates only with a single small group that seems to exclude everyone else. Students who threaten or carry out violent acts are not necessarily loners in the

classic sense, and the composition and qualities of peer groups can be important pieces of information in assessing the danger that a threat will be acted on.

- ❑ **Change of Behavior--** The student's behavior changes dramatically. His academic performance may decline, or he may show a reckless disregard for school rules, schedules, dress codes, and other regulations.
- ❑ **Rigid and Opinionated--** The student appears rigid, judgmental and cynical, and voices strong opinions on subjects about which he or she has little knowledge. He disregards facts, logic, and reasoning that might challenge these opinions.
- ❑ **Unusual Interest in Sensational Violence--** The student demonstrates an unusual interest in school shootings and other heavily publicized acts of violence. He may declare his admiration for those who committed the acts or may criticize them for "incompetence" or failing to kill enough people. He may explicitly express a desire to carry out a similar act in his own school, possibly as an act of "justice."
- ❑ **Fascination with Violence-Filled Entertainment--** The student demonstrates an unusual fascination with movies, TV shows, computer games, music videos or printed material that focus intensively on themes of violence, hatred, control, power, death, and destruction. He may incessantly watch one movie or read and reread one book with violent content, perhaps involving school violence. Themes of hatred, violence, weapons, and mass destruction recur in virtually all his activities, hobbies, and pastimes. The student spends inordinate amounts of time playing video games with violent themes and seems more interested in the violent images than in the game itself. On the Internet, the student regularly searches for web sites involving violence, weapons, and other disturbing subjects. There is evidence the student has downloaded and kept material from these sites.
- ❑ **Negative Role Models—**The student may be drawn to negative, inappropriate role models such as Hitler, Satan, or others associated with violence and destruction.
- ❑ **Behavior Appears Relevant to Carrying Out a Threat—**The student appears to be increasingly occupied in activities that could be related to carrying out a threat—for example, spending unusual amounts of time practicing with firearms or on various violent websites. The time spent in these activities has noticeable begun to exclude normal everyday pursuits such as homework, attending classes, going to work, and spending time with friends.

PRONG TWO: Family dynamics

- ❑ **Turbulent Parent-Child Relationship--** The student's relationship with his parents is particularly difficult or turbulent. This difficulty or turbulence can be uniquely evident following a variety of factors, including recent or multiple moves, loss of a parent,

addition of a step parent, etc. He expresses contempt for his parents and dismisses or rejects their role in his life. There is evidence of violence occurring within the student's home.

- ❑ **Acceptance of Pathological Behavior--** Parents do not react to behavior that most parents would find very disturbing or abnormal. They appear unable to recognize or acknowledge problems in their children and respond quite defensively to any real or perceived criticism of their child. If contacted by school officials or staff about the child's troubling behavior, the parents appear unconcerned, minimize the problem, or reject the reports altogether even if the child's misconduct is obvious and significant.
- ❑ **Access to Weapons--** The family keeps guns or other weapons or explosive materials in the home, accessible to the student. More important, weapons are treated carelessly, without normal safety precautions; for example, guns are not locked away and are left loaded. Parents or a significant role model may handle weapons casually or recklessly and in doing so may convey to children that a weapon can be a useful and normal means of intimidating someone else or settling a dispute.
- ❑ **Lack of Intimacy--** The family appears to lack intimacy and closeness. The family has moved frequently and/or recently.
- ❑ **Student "Rules the Roost"--** The parents set few or no limits on the child's conduct, and regularly give in to his demands. The student insists on an inordinate degree of privacy, and parents have little information about his activities, school life, friends, or other relationships. The parents seem intimidated by their child. They may fear he will attack them physically if they confront or frustrate him, or they may be unwilling to face an emotional outburst, or they may be afraid that upsetting the child will spark an emotional crisis. Traditional family roles are reversed: for example, the child acts as if he were the authority figure, while parents act as if they were the children.
- ❑ **No Limits or Monitoring of TV and Internet--** Parents do not supervise, limit or monitor the student's television watching or his use of the Internet. The student may have a TV in his own room or is otherwise free without any limits to spend as much time as he likes watching violent or otherwise inappropriate shows. The student spends a great deal of time watching television rather than in activities with family or friends. Similarly, parents do not monitor computer use or Internet access. The student may know much more about computers than the parents do, and the computer may be considered off limits to the parents while the student is secretive about his computer use, which may involve violent games or Internet research on violence, weapons, or other disturbing subjects.

PRONG THREE: School Dynamics (student's perspective)

- ❑ Student's Attachment to School-- Student appears to be "detached" from school, including other students, teachers, and school activities.
- ❑ **Tolerance for Disrespectful Behavior**-- The school does little to prevent or punish disrespectful behavior between individual students or groups of students. Bullying is part of the school culture and school authorities seem oblivious to it, seldom or never intervening or doing so only selectively. Students frequently act in the roles of bully, victim, or bystander (sometimes, the same student plays different roles in different circumstances). The school atmosphere promotes racial or class divisions or allows them to remain unchallenged.
- ❑ **Inequitable Discipline**-- The use of discipline is inequitably applied - or has the perception of being inequitably applied by students and/or staff.
- ❑ **Inflexible Culture**--The school's culture -- official and unofficial patterns of behavior, values, and relationships among students, teachers, staff, and administrators -- is static, unyielding, and insensitive to changes in society and the changing needs of newer students and staff.
- ❑ **Pecking Order Among Students**-- Certain groups of students are officially or unofficially given more prestige and respect than others. Both school officials and the student body treat those in the high-prestige groups as though they are more important or more valuable to the school than other students.
- ❑ **Code of Silence**-- A "code of silence" prevails among students. Few feel they can safely tell teachers or administrators if they are concerned about another student's behavior or attitudes. Little trust exists between students and staff.
- ❑ **Unsupervised Computer Access**-- Access to computers and the Internet is unsupervised and unmonitored. Students are able to use the school's computers to play violent computer games or to explore inappropriate web sites such as those that promote violent hate groups or give instructions for bomb making.

PRONG FOUR: Social Dynamics

- ❑ **Media, Entertainment, and Technology**-- The student has easy and unmonitored access to movies, television shows, computer games, and Internet sites with themes and images of extreme violence. Peer Groups the student is intensely and exclusively involved with a group who share a fascination with violence or extremist beliefs. The group excludes others who do not share its interests or ideas. As a result, the student

spends little or no time with anyone who thinks differently and is shielded from the "reality check" that might come from hearing other views or perceptions.

- ❑ **Drugs and Alcohol--** Knowledge of a student's use of drugs and alcohol and his attitude toward these substances can be important. Any changes in his behavior involving these substances can also be important.
- ❑ **Outside Interests--** A student's interests outside of school are important to note, as they can mitigate the school's concern when evaluating a threat or increase the level of concern.
- ❑ **The Copycat Effect--** School shootings and other violent incidents that receive intense media attention can generate threats or copycat violence elsewhere. Copycat behavior is very common, in fact. Anecdotal evidence strongly indicates that threats increase in schools nationwide after a shooting has occurred anywhere in the United States. Students, teachers, school administrators and law enforcement officials should be more vigilant in noting disturbing student behavior in the days and weeks or even several months following a heavily publicized incident elsewhere in the country.

ADDITIONAL INFORMATION NEEDED

| INFORMATION NEEDED | PERSON RESPONSIBLE |
|--------------------|--------------------|
| | |
| | |
| | |
| | |
| | |
| | |

Social/Emotional Needs

Social/emotional learning needs to be taught in school along with academics. Social/emotional learning skills are essential for students to succeed. As an authority figure, you are looked up to in the school. Students are going to look at your social/emotional needs. Model to students and be the example you would want your children see.

Creating an Inclusive Environment in your Classroom

- Emotional Climate
- Listening
- Respect
- Stance against the code of silence
- Involve students in creating the school culture
- Trusting relationship with one adult
- Be aware of the physical environment and their effects on the comfort

Adult Mentoring:

There will be times when a student needs more one-on-one support. Set the student up with another trusted adult in the school to provide a check-in/check-out routine. If this intervention does not work, I suggest looking into a community resource. Your classroom could choose to start a mentoring program. Outside members of the community will come in once a week for an hour and spend time with the student creating a relationship built on trust and support. The mentor provides a positive role-model for the student.

Bristol Public Schools in CT runs a mentor program which has over 200 mentors from the community that are matched up with a student. Below is the mentor application form. For further information on the program visit http://bristol.ss19.sharpschool.com/departments/mentor_program

Mentor Profile/Application

Date:

Name _____ DOB _____ Gender Identification: _____

Address _____

City _____ State _____ Zip _____

Home Phone: _____ Cell Phone: _____

E-mail: _____

Employer & Supervisor _____ Occupation _____

Address _____

City _____ State _____ Zip _____

Business Telephone _____ Fax _____

Business E-mail _____

Preferred Day (Mon-Fri) Choice #1 _____ Choice #2 _____

Best Hour of Day Choice #1 _____ Choice #2 _____

Write a brief statement on **why** you wish to be a mentor in the Mentoring Program:

I would like to work with a child in grade (circle)

Elementary School: K 1 2 3 4 5 Middle School: 6 7 8 High School: 9 10 11 12

Please provide two references from the community:

1. Name _____ Telephone _____
Relationship _____ Address _____
City _____ State _____ Zip _____
2. Name _____ Telephone _____
Relationship _____ Address _____
City _____ State _____ Zip _____

The following questions are helpful to us in getting to know you better. Please answer them briefly.

1. Prior experiences working with kids? What ages?
2. Have you ever been impacted by the support of a mentor?
3. Have you ever been a mentor before? When and where?
4. Personal interests and hobbies?

Tell us about them. Do you enjoy:

- Playing Sports
- Doing Arts and Crafts
- Playing Board Games
- Computer Activities

5. Educational experiences?

6. If you could learn something new, what would it be?

7. What one word best describes you? Why?

8. What you hope to get out of the mentoring experience?

9. What challenges do you think youth are facing today that they need help with? Please explain.

Mentor Employment History, Release Statement and Pledge

Employment History

List the last two places of employment with most recent first:

Company _____ Address _____

City _____ State _____ Zip _____ Telephone _____

Date of Employment _____ to _____ Supervisor _____

Company _____ Address _____

City _____ State _____ Zip _____ Telephone _____

Date of Employment _____ to _____ Supervisor _____

Mentor Release Statement

I, the undersigned, hereby state that if accepted as a mentor, I agree to abide by the rules and regulations of the Mentoring Program. I understand that the program involves spending one hour each week at the assigned school with my mentee annually. Further, I understand that I will attend an orientation session, be involved in training during the year, and communicate with the Program Coordinator regularly during this period. I will be committing one school year in the program and will then be asked to renew for another year. I have not been convicted, within the past ten years, of any felony or misdemeanor classified as an offense against a person or family, of public indecency, or a violation involving a state or federally controlled substance. I am not under current indictment. Further, I hereby fully release, discharge and hold harmless the Public School's Mentoring Program, participating organizations and all of the fore-going employees, officers, directors, and coordinators from any and all liability, claims, causes of action, costs and expenses which may be or may at any time hereafter become attributable to my participation in the Mentoring Program.

I understand that the Mentoring Program and relationships established take place **only** on school property within the confines of the school day and at occasional program sponsored and organized activities. This program does not encourage or approve of relationships established between mentor/mentee and family members beyond the school day and program organized activities. Program staff reserves the right to terminate a mentor from the program.

I give permission for mentor staff to conduct a background check as part of the screening for entrance into this program. This may include verification of personal and employment references as well as a criminal check with the local authorities.

I have read the above Release Statement and agree to the contents. I certify that all statements in this profile application are true and accurate and that I will respect the confidential nature of the program.

Mentor's Name _____ Signature _____

Date _____ Telephone _____

Evidence Based Behavior Interventions

Evidence based behavior interventions can be used school wide, in the classroom, during small groups, or for individual student support. Evidence based behavior interventions are positive, proactive, and support a responsive classroom. Below you will find evidence-based links and resources available for improving academic and behavior outcomes for all students. Before choosing a behavioral intervention, it is necessary to determine the function of the student's behavior. To make the most appropriate adaptations, teachers should use student data. When implementing the intervention fidelity needs to be in place.

EBI Network: Provides guidance in the selection and implementation of evidence-based interventions in the classroom. <http://ebi.missouri.edu>

- Visual Schedules – Some students need clear steps presented from start to finish to help them succeed.
- Social Competence Intervention (SCI) – This intervention should be used for students with social skills deficits. <http://ebi.missouri.edu/wp-content/uploads/2016/05/SCI-Brief.pdf>
- Opportunities to Respond – This intervention has been shown to be successful during the use of direct instruction in the classroom. The intervention has a (question, prompt, cue) that invites individual response. <http://ebi.missouri.edu/wp-content/uploads/2016/05/OTR-EBI-Brief.pdf>
- CW-FIT – Designed to teach and reinforce appropriate social behaviors through a game in the classroom. <http://ebi.missouri.edu/wp-content/uploads/2016/05/CW-FIT-Intervention-Brief-.pdf>
- Self-Management – Students are responsible for tracking their own behavior <http://ebi.missouri.edu/wp-content/uploads/2013/04/Self-Management-Brief1.pdf>

IRIS Center: Supported by the U.S. Department of Education's Office of Special Education Programs. Free online engaging resources that are evidence based instructional and behavioral practices to support students. <https://iris.peabody.vanderbilt.edu>

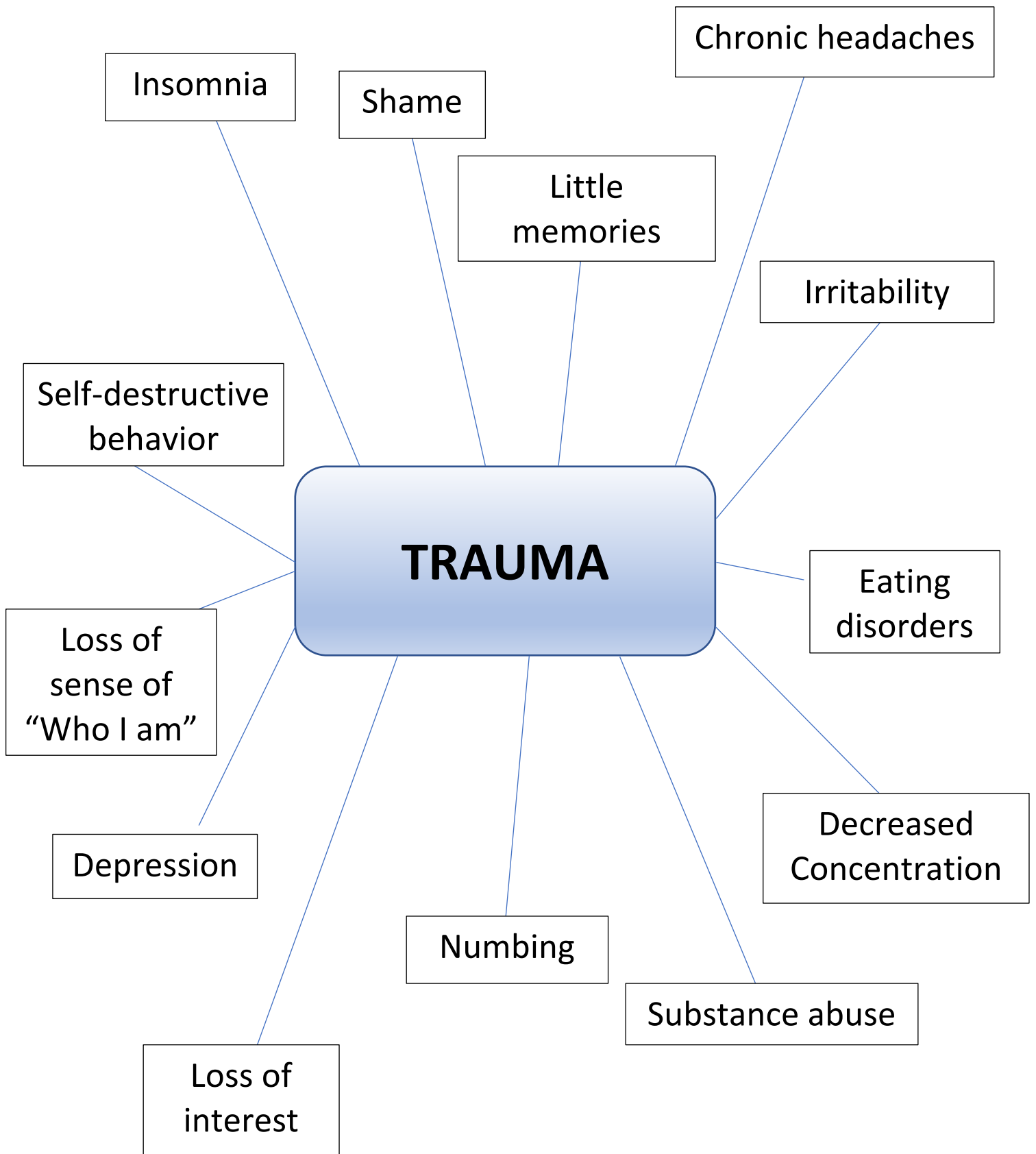
- Building Decision Skills – Support students in developing core values and ethics
- Caring School Community (CSC) – School improvement program to promote core values, prosocial behavior, and a feeling of community

- Lions Quest: Skills for Action Character Education – A program to build positive character and citizenship skills for grades 9-12, including classroom lessons and service learning.
- Too Good for Drugs and Violence (TGFD) – Promotes life skills, character values, and resistance skills to negative peer influences and the use of illegal drugs, alcohol, and tobacco. Involves core lesson that can be integrated into any content area and provides cooperative learning games.

Other Evidence Based Websites

- What works clearinghouse – <http://ies.ed.gov/ncee/wwc/>
- Evidence for ESSA (Johns Hopkins)- <https://www.evidenceforessa.org/>
- Interventioncentral.org (Jim Wright’s popular site)
- National Center for Intensive Intervention – <https://intensiveintervention.org/>
- CASEL Social Emotional Learning site with links to elementary and adolescent “guides” for EBP - <https://casel.org/guide/>
- School Counseling and Mental Health resources (UMass also has an EBP in School Counseling Conference with good references) - <http://www.umass.edu/schoolcounseling/resources-for-counselors.php>
- National Autism Center - several topics, many with a behavioral or language focus - <http://www.nationalautismcenter.org/resources/autism-a-closer-look/>
- Promising Practices - (note: project ended in 2014 and website is still active but not being added to) - good site for early prevention and broader types of programs for behavior, mental health, resilience, trauma, etc. - <http://www.promisingpractices.net/default.asp>

- Coalition for Evidence - a broad range of social topics, but has a PreK and K-12 Education section and other related topics - <http://coalition4evidence.org/>
- National Professional Development Center on Autism Spectrum Disorders EBP - resources here for behavior - <http://autismpdc.fpg.unc.edu/evidence-based-practices>
- Explicitinstruction.org (Anita Archer - click on videos and intervention steps are listed, or see book)



Reactions to Trauma

Avoiding reminders of the trauma

- Can't remember
- No attachment to others
- Negative outlook on future

Reminders of the trauma

- Dreams
- Heart pounding/sweating

Wound up/Jumpy

- Problems falling asleep or staying asleep
- Angry easily
- Trouble concentrating
- Startled by loud noises

Mental shutdown (Dissociation)

- Spacing out
- Feels like he/she is watching themselves from outside
- No sense of self

Trying to feel in control/emotionally safe

- Substance abuse
- Eating disorder

Hopelessness and self-blame

- Think about dying
- No spiritual belief
- Guilt

Problems in relationships

- No one understands
- Can't trust

Extreme risk-taking or self-harm

- Cutting
- Participating in dangerous thing

Breakdown of the body

- Hurt all the time
- Sick often

Trauma Trainings

The Adverse Childhood Experiences (ACES) Study - It's Impact and Our Opportunity

The ACES Study is a 25-year study on the impact of adverse childhood experiences on people. Trauma can harm the brain of an individual which can contribute to behavioral and academic problems. The goal is for you to apply the knowledge you learn in your own school on how to better support students through an ACES lens. (Free)

<https://courses.extension.iastate.edu/course/category.php?id=9>

National Institute for Trauma and Loss in Children (TLC) - TLC provides trainings, materials, and conferences for professionals to create environments where children can succeed. The goal is to help children overcome trauma in their lives. \$\$\$

<https://www.starr.org/training/tlc/about>

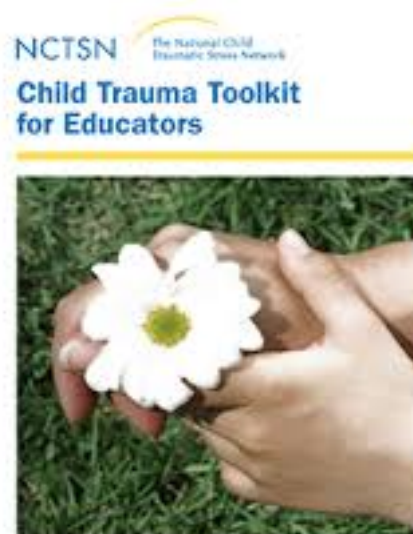
Trauma Handbooks

Child Trauma Toolkit for Educators - Provides administrators, teachers, and staff with basic information about working with traumatized children in an educational setting. (Free)

<https://www.nctsn.org/resources/child-trauma-toolkit-educators>

The Heart of Learning: Compassion, Resiliency, and Academic Success – A handbook for teachers that provides strategies on how to work with students whose learning has been adversely impacted trauma. (Free)

<http://k12.wa.us/CompassionateSchools/pubdocs/TheHeartofLearningandTeaching.pdf>



Self-Assessment Tool: Self-Care

How often do you do the following? (Rate, using the scale below):

5 = Frequently--- 4 = Sometimes ---3 = Rarely ---2 = Never ---1 = It never even occurred to me

Physical Self Care

- ☐ Eat regularly (e.g. breakfast & lunch)
- ☐ Eat healthfully
- ☐ Exercise, or go to the gym
- ☐ Lift weights
- ☐ Practice martial arts
- ☐ Get regular medical care for prevention
- ☐ Get medical care when needed
- ☐ Take time off when you're sick
- ☐ Get massages or other body work
- ☐ Do physical activity that is fun for you

- ☐ Take time to be sexual
- ☐ Get enough sleep
- ☐ Wear clothes you like
- ☐ Take vacations
- ☐ Take day trips, or mini-vacations
- ☐ Get away from stressful technology such as pagers, faxes, telephones, e-mail
- ☐ Other:

Psychological Self Care

- ☐ Go to see a psychotherapist or counselor for yourself
- ☐ Write in a journal
- ☐ Read literature unrelated to work
- ☐ Do something at which you are a beginner
- ☐ Take a step to decrease stress in your life
- ☐ Notice your inner experience - your dreams, thoughts, imagery, feelings
- ☐ Engage your intelligence in a new area - go to an art museum, performance, sports event, exhibit, or other cultural event

- ☐ Make time for self-reflection
- ☐ Take time to be sexual
- ☐ Get enough sleep
- ☐ Wear clothes you like
- ☐ Take vacations
- ☐ Take day trips, or mini-vacations
- ☐ Get away from stressful technology such as pagers, faxes, telephones, e-mail
- ☐ Let others know different aspects of you

- ☐ Practice receiving from others
- ☐ Be curious
- ☐ Say no to extra responsibilities sometimes
- ☐ Spend time outdoors
- ☐ Other:

Emotional Self Care

- ☐ Spend time with others whose company you enjoy
- ☐ Stay in contact with important people in your life
- ☐ Treat yourself kindly (supportive inner dialogue or self-talk)
- ☐ Feel proud of yourself
- ☐ Reread favorite books, review favorite movies
- ☐ Identify and seek out comforting activities, objects, people, relationships, places
- ☐ Allow yourself to cry
- ☐ Find things that make you laugh
- ☐ Express your outrage in a constructive way
- ☐ Play with children
- ☐ Other:

Spiritual Self Care

- ☐ Make time for prayer, meditation, reflection
- ☐ Spend time in nature
- ☐ Participate in a spiritual gathering, community or group
- ☐ Be open to inspiration

- ☐ Be aware of nontangible (nonmaterial) aspects of life
- ☐ Be open to mystery, to not knowing
- ☐ Identify what is meaningful to you and notice its place in your life
- ☐ Sing

- ☐ Express gratitude
- ☐ Celebrate milestones with rituals that are meaningful to you
- ☐ Remember and memorialize loved ones who have died
- ☐ Nurture others
- ☐ Have awe-full experiences
- ☐ Contribute to or participate in causes you believe in
- ☐ Read inspirational literature
- ☐ Listen to inspiring music
- ☐ Other:

Workplace/Professional Self Care

- ☐ Take time to eat lunch
- ☐ Take time to chat with co-workers
- ☐ Make time to complete tasks
- ☐ Identify projects or tasks that are exciting, growth-promoting, and rewarding for you
- ☐ Set limits with clients and colleagues

- ☐ Balance your caseload so no one day is "too much!"
- ☐ Arrange your workspace so it is comfortable and comforting
- ☐ Get regular supervision or consultation
- ☐ Negotiate for your needs
- ☐ Have a peer support group
- ☐ Other:

Self-Care

Research shows that if you are a school administrator, teacher, or behavioral health professional there is a high need for self-reflection, self-awareness, and self-care. Healthy staff relationships are vital to the success of providing social, emotional, and behavioral supports to students.

Self-care – The practice of taking action and improving ones mental, emotional, and physical self.

Compassion fatigue – Fatigue, emotional stress, or apathy that results from continuous care giving.

Burnout – Physical or emotional exhaustion that could include negative self-concept, attitude, and loss of concern for students. Compassion fatigue can lead to burnout.

Vicarious trauma – Process of change from hearing trauma stories of students, caring about others, and feeling committed to helping them that results in changes of your psychological, physical, and spiritual well-being.

Signs:

- Difficulty managing emotions
- Difficulty accepting yourself
- Difficulty making good decisions
- Problems managing boundaries
- Problems in relationships
- Physical problems such as aches and pains
- Difficulty feeling connected to what's going on around you
- Loss of hope

Self Care Tips:

- Physical fitness
- Focus on nutrition and hydration
- Get plenty of sleep
- Build assertiveness skills that promote boundary setting
- Take time for centering
- Engage in creative activities
- Find time for fun
- Provide support to others
- Seek support
- Set and monitor goals